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## BOOK REVIEWS

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*Standardization of Tests for Defective Children.* By CLARA SCHMITT. *Psychol. Monog.*, 1915, 83. pp. 181.

The tests used are from Healy and Binet, the subjects comprising the kindergarten and first 6 grades of a private school in Chicago, though clinical experience is interwoven with the treatment of them. The clinic must discard time for the most part as an important factor in the measurement of results. Some other measure, preferably a qualitative one, must be substituted for this quantitative one. The clinic must discard rigorous laboratory conditions and adjust its tests to conditions more in conformity with those of everyday life. It must discard such apparatus as requires practice on the part of the subject, or as is not directly connected with the object of the test. A detailed review of the Binet-Simon tests is given, followed by a critical chapter. Their faults may be summed up as (1) the assumption of serial mental development from early childhood to adult age. (2) The omission of tests of socially significant abilities. (3) Failure to distinguish certain innate abilities from a certain expression of them due to age or experience. (4) The series is not an accurate measure of mental development of normal children. (5) The assumption that a defective is quantitatively rather than qualitatively different from a normal individual. The reactions to the Binet-Simon tests are presented in detailed tables. The Healy-Fernald tests were devised with a view to obviating some of these difficulties as well as minimizing the language factor. Correlations of puzzle box and cross line tests with school grade are given. A summary of the standardization of the Healy-Fernald tests presents the relations of these tests to age and grade. There is a chapter on school subjects as tests of mental ability, and the monograph concludes with a division of all the varieties of tests into four classes, each representing a different mental level. The first two belong to the normal grade of mental ability. The mental processes of the upper grades of the defective classes are made upon levels III and IV. The classification could be continued downward to include more fundamental processes such as sensory discrimination as distinguished from such constructive activities as are involved in the lowest level here given.

*The Importance of Social Status as Indicated by the Results of the Point Scale Method of Measuring Mental Capacity.* By ROBERT M. YERKES and HELEN M. ANDERSON. *Jour. of Educ. Psychol.*, 6, 1915. pp. 137-150.

The authors give a detailed summary of the point scale for testing intelligence. They then present briefly the results of point scale examinations in two city schools which differed radically in the economic and social status of their pupils. The method was to select from the unfavored group an individual of the same sex and of the same or approximately the same age as a given individual of the favored group. 26 boys and 26 girls were in each group. In only one test were the unfavored group superior to the favored. The total scores of the unfavored boys were 21% less, those of the girls 20% less

than the favored groups respectively. In the individual records all the unfavored six-year-old boys are below the average of the six-year-old favored boys. In only two cases are six-year-old girls above the average for the favored. Differences in economic or status seem to be correlated with differences in mental capacity so measured which may amount to as much as 30%. It is the conviction of the authors that in the greater part of the practical work of recent mental examination this factor has been neglected. It is proposed to standardize the point scale method so that the mental ability of a subject may be expressed in its relation to the group in which he belongs.

*Diagnostic Values of Some Performance Tests.* By THOMAS H. HAINES. *Psychol. Rev.*, 22, 1915. pp. 299-305.

In a group of institutional girls the Binet and Point Scale ratings of intelligence set apart three groups consisting of 21 high-grade morons, 16 of doubtful defect and 26 of no defect. Further study of these cases was made by the tests enumerated below. Some of the tests gave significantly different averages in each group and others distinguished some one group from another. A test of moral discrimination is detailed, and though it does not differentiate the groups it suggests to the author the need of studying ethical foundations in the minds of girls. The findings for differential diagnosis of the three groups are summarized as follows: 1. Tests of Value for Both Distinctions, The Picture Form Board, Construction Puzzle (A), The Opposites. 2. Tests Good for Differentiation of the Not Defective from the Doubtful, The Labyrinth (B), The Cross Line (B). 3. Test Differentiating the High-grade Defective from the Doubtful, Visual Verbal Memory, Auditory Verbal Memory. 4. Tests of Doubtful Diagnostic Value, Completion. 5. Tests Showing No Definite Diagnostic Value, Construction Puzzle (B), Learning, Motor Co-ordination, Moral Discrimination.

*Point Scale Ratings of Delinquent Boys and Girls.* By THOMAS H. HAINES. *Psychol. Rev.*, 22, 1915. pp. 104-109.

The Yerkes-Bridges point scale for measuring intelligence has certain advantages over the Binet scale in that different groups are more comparable by it; it allows the individual to make credits in any tests while the Binet credit depends upon passing in a narrow range of tests. After making the point scale tests a few short additional tests will complete the Binet rating so that the two may be conveniently compared. In work of this nature done by the author the results are closely parallel, the point scale results, as one would expect from the above, running a little higher. Tables are given showing the comparison of the Binet and point scale ratings in low grade, medium and undefective boys and girls. In the cases classed as "doubtful" where the Binet age is about 11 and the point scale averages considerably higher, about 14, it is felt that the point scale method contributes especially to the analysis of the case.

*The Standardization of Knox's Cube Test.* By R. PINTNER. *Psychol. Rev.*, 22, 1915. pp. 377-401.

The material is derived from tests of 867 normal children and a few adults, also 463 feeble minded. In the test four cubical blocks "are placed on the table in front of the subjects at a distance of about 2 inches apart. The examiner holds the fifth cube in his hand. He says to the subject, 'Watch carefully and then do as I do.' He